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ABSTRACT

This book contends that although the arts are often thought to be closer to the rim of education than to its core, they are in fact critically important for developing complex aspects of the mind. The book aims to dispel the idea that the arts are somehow intellectually undemanding. It argues that many of the most subtle forms of thinking take place when students either work meaningfully on the creation of images, be they visual, choreographic, musical, literary, or poetic, or on scrutinizing them appreciatively. The book describes how various forms of thinking are evoked, developed, and refined through the arts, showing how these forms of thinking are more helpful in teaching students how to deal with the ambiguities and uncertainties of daily life than are the formally structured curricula now employed in today's schools. Offering an array of examples, the book describes different approaches to the teaching of the arts and the virtues each possess when well taught. It also discusses nettlesome issues pertaining to the evaluation of performance in the arts. Following an Introduction, chapters in the book are: (1) "The Role of the Arts in Transforming Consciousness"; (2) "Visions and Versions of Arts Education"; (3) "Teaching the Visual Arts"; (4) "What the Arts Teach and How It Shows"; (5) "Describing Learning in the Visual Arts"; (6) "The Centrality of Curriculum and the Functions of Standards"; (7) "The Educational Uses of Assessment and Evaluation in the Arts"; (8) "What Education Can Learn from the Arts"; (9) "An Agenda for Research in Arts Education"; and (10) "Summary and Significance." (BT)

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